

**Education Development Center
Time to Learn Project
QUARTERLY REPORT
1 January – 31 March 2013
FY 2013 Quarter 2
Contract No. AID 611-C-12-00002**

Prepared for:
USAID/Zambia

Prepared by
EDC – TTL



TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS.....	2
EXECUTIVE SUMMARY	3
I. PROJECT OVERVIEW.....	4
II. PROJECT ACHIEVEMENTS.....	4
III. SUMMARY OF PROJECT ACTIVITIES	5
IV. CHALLENGES AND PLANNED RESPONSE.....	14
V. PLANS FOR THE FOLLOWING QUARTER.....	15

ACRONYMS AND ABBREVIATIONS

CAMFED	Campaign for Female Education
CDC	Curriculum Development Center
COP	Chief of Party
DAPP	Development Aid from People to People
DEBS	District Education Board Secretary
DSWAC	District Welfare Assistance Committee
ECZ	Examinations Council of Zambia
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
FAWEZA	Forum for African Women Educationalists in Zambia
FGD	Focus Group Discussions
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
M&E	Monitoring and Evaluation
OGCS	Operational Guidelines for Community Schools
OVC	Orphans and Vulnerable Children
PEO	Provincial Education Officer
POC	Provincial Outreach Coordinator
RDC	Resident Development Committee
RTS	Read to Succeed Project
SCOPE	Standards-based Classroom Observation Protocol for Educators
SBC	School Based Selection Committees
TESS	Teacher Education and Specialized Services
TTL	Time to Learn
USAID	United States Agency for International Development
VDC	Village Development Committee
WASH	School Water and Sanitation and Hygiene Education Project

EXECUTIVE SUMMARY

The Time to Learn (TTL) Project goal is to assist the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) through a five-year national program to provide an equitable standard of education service for vulnerable learners, improve reading skills, and implement practical strategies to strengthen school quality and promote community engagement in community schools. The key purpose of the project is to institutionalize, in a decentralized way, MESVTEE support to community schools to stabilize their operations by providing educational resources, improving teacher skills and school management, improving learner performance, and enhancing learner support through community and private sector participation.

This quarter, TTL and its partners have developed a new work plan and budget in line with the TTL revised Scope of Work. These documents were submitted to USAID on 20 November 2012.

TTL has been designated as the new chair of the Projects Coordination Committee / Community School Sub-Group. TTL has also planned the creation of MESVTEE Community School Committee with the Director of Planning and Information. The Committee is being constituted.

TTL trained 49 MESVTEE officials in the administration of e-EGRA and SCOPE assessment instruments, and in the development of literacy learning and teaching material.

With TTL support, MESVTEE has conducted a baseline assessment in 6 provinces, assessed 1,500 students performances (EGRA) and the literacy instructional practices of 170 teachers (SCOPE), and collected qualitative data through interviews and focus group discussions in 170 Community Schools.

With CDC, TESS and RTS, TTL supported and participated in the elaboration of the National Literacy Framework, in the design of teacher's literacy guidelines (scripted lessons for teachers) and the design of a facilitator manual for training teachers on the new literacy framework and guidelines.

With CDC, TTL designed a "Quick-Start Literacy Training Program" for Community School Teachers, as well as instructional material for pre-reading and pre-writing activities in early grades.

TTL has developed a tool to assess the Community School Operational Guidelines and has developed a draft Training Manual for Community Mobilization.

TTL has delivered scholarships to 6,636 Orphans and Vulnerable Children (3,812 Females / 2,824 Males) in the provinces of Lusaka, Eastern, Southern, Copperbelt, Central and Northwestern. To date, TTL has provided a total of 16,248 scholarships. In addition, TTL partners have provided beneficiaries with tutoring to improve academic performances.

TTL participated in the creation of the Research Coordination Committee and in the writing of the Committee concept paper.

I. PROJECT OVERVIEW

The Time to Learn (TTL) project is USAID/Zambia's flagship program of support for improved educational outcomes among orphaned and vulnerable children (OVC) enrolled in community schools. TTL will partner with the Ministry of Education, Science, Technology, Vocational Training, and Early Education (MESVTEE), to develop an effective, replicable and sustainable model for reinforcing reading success and responding to the economic, social and psychological complexities faced by OVC. This includes providing scholarships to assist OVC to transition from community to government schools.

TTL's key purpose is to sustainably improve the quality of education in community schools and institutionalize, in a decentralized way, MESVTEE support to community schools to stabilize their operations. This will be done by providing educational resources, improving teacher skills and school management, and enhancing learner support through community and private sector participation.

Addressing four key task areas, TTL will assist the MESVTEE to:

- Promote a favorable environment for MESVTEE engagement at all levels to support community schools.
- Promote HIV/AIDS prevention and provide a continuum of educational and financial support to enable OVC to participate in upper basic and secondary education;
- Develop the capacity of local community groups and NGOs to advocate for opportunities for children in greatest need; and
- Support opportunities to engage universities and other institutions in research related to promoting educational opportunities for OVC.

II. PROJECT ACHIEVEMENTS

A. Technical

- Development of a revised budget and work plan in line with new TTL Scope of Work
- Baseline assessment conducted in 6 target provinces.
- Baseline data consolidated and in database.
- Monthly meetings with PEOs and DEOs
- Participation in MESVTEE consultative meetings with Department Directors on Coordination Mechanisms and on TTL achievements and plans.
- Development of the Quick Start Literacy Teacher Training Program and training documents.
- 49 MESVTEE officials and administrators trained
- Scholarship provided to 6,636 children (3,812 Females / 2,824 Males)
- Development of Community Based Reading Activity Guidelines for PCSCs.
- Development of the tools for assessing use of Community Schools Operational Guidelines at the school level.

B. Administrative

- DCOP / Teacher Development arrived on post on 17 December 2012
- Renovation of TTL Office spaces in PEOs and in CDC.
- Work plan and budget aligned to new Scope of Work

III. SUMMARY OF PROJECT ACTIVITIES

A. TECHNICAL

1- Baseline Assessment

The focus of TTL activities over the last quarter has been continuing data collection, data entry and data cleaning, developing a database for Time to Learn's (TTL's) baseline study, and beginning data analysis. In addition, in response to accelerated intervention rollout plans, activities included revising the project's five year evaluation plan, as well as expanding the baseline assessment to an additional four provinces.

At the close of fiscal year (FY) 2012 four teams were collecting data in Lusaka and Eastern provinces. This data was collected in collaboration with the Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE) and included research interns from the University of Zambia (UNZA) and was completed by the end of October.

In late October a decision was made to begin implementation in four additional provinces. A baseline data collection plan was quickly developed for these provinces (Copperbelt, Central, Muchinga, and Southern). The evaluation plan was changed to include less qualitative data collection for the additional four provinces, with a focus on assessing baseline student reading performance, teacher literacy teaching performance, as well as collecting Community School demographics and a Head Teacher profile. Data collection in these provinces began before the closure of schools in November 2012, and will continue in early February 2013, when schools are fully back in session.

A project database was designed that can be integrated with other projects and MESVTEE data and will be shared with a selection of the project's partners. A team of data entry interns began transcribing and entering data into the database in November and by the end of December had entered the data collected in all six provinces.

Data analysis began in the last quarter of FY12, and the preliminary Early Grade Reading Assessment (EGRA) results for each of the six provinces are attached. Discussions about how to engage officials from the Examinations Council of Zambia (ECZ), the Ministry's Curriculum Development Center (CDC), and the Lusaka Provincial Office (PO) in the continued analysis of baseline data in 2013 also began.

TL M&E team objectives for this quarter were to involve MESVTEE in the design and implementation of research activities relevant to improving the performance of community schools and to establish a research and evaluation agenda with the MESVTEE.

TTL has therefore

- Worked with various departments of MESVTEE to identify data collection team members;
- Trained data collectors for the data collection activity;
- Identified methods of collaborative data analysis with MESVTEE officials.

2. Engage universities and other academic institutions to conduct targeted research promoting educational opportunities and improved reading outcomes for CS & OVCs.

TTL anticipate that the participation of key members of MESTVEE on data collection teams will increase the visibility of community schools within the Ministry and promote research relating to the need to learn more about both the successes and challenges of community schools, particularly relating to national efforts to increase support to this sector of Zambia education system.

A number of MESTVEE officials involved in the trainings and data collection have expressed interest in contributing to the baseline data analysis. TTL has been exploring methods for collaborative data analysis with these officials while the data was being entered and cleaned.

Baseline data collection in the 1st cohort which included Lusaka and Eastern Provinces was done from 8th October to 19th October, 2012. Administrators and TTL staff trained in EGRA and SCOPE were used to collect Baseline data. This included collection of qualitative data on community schools, community school teachers and community school learners through questionnaires and focus groups. The second Baseline data collection was done from 12th November to 30th November, 2012 in the additional four Provinces which included Southern, Central, Copperbelt and Muchinga. During Baseline data collection for both cohorts covering 6 provinces, 1,500 children were tested using EGRA while 170 teachers were evaluated using SCOPE. 79 community schools were assessed.

The participatory approach to the baseline assessment supports this task with the use of a consultative approach to planning and the use of key stakeholders for the design and piloting of data collection tools. Additionally, the skill training provided to data collectors, including facilitating focus groups and conducting semi-structured interviews, will increase MESTVEE's exposure to non-quantitative methods of data collection.

TTL will continue to support this development of capacity by including MESTVEE officials and academics in baseline data analysis and sharing data for additional research.

The TTL Research and Evaluation Specialist is a member a Research Coordination Committee, which is a joint effort between USAID funded education projects, MESTVEE, and the University of Minnesota. This body will develop research topics pertaining to schools in Zambia, including community schools; develop requests for proposals for research on these topics; and, select research proposals for funding. TTL participated to the formation of a Research Coordination Committee, and provided input on the Research Coordination Committee concept paper.

3. Improved Reading Performances *and* Promote the development and qualification of CS teachers

Literacy Curriculum Development Workshop (October 30th to November 3rd, 2013)

TTL and RTS supported the MESVTEE in a one week Curriculum Workshop. On the heels of the draft Zambian National Curriculum on language, TTL provided technical input to a draft National Curriculum on Literacy and the Literacy Framework. The Framework provides overall guidance on literacy instruction and a macroscopic lens on the scope and sequence of literacy instruction for grades 1 through 4. Participants included MESVTEE personnel from CDC, TESS, Primary Schools and TTL and RTS literacy and teacher development specialists.

3.1. Literacy Writers Workshop (December 9-22, 2012).

TTL and RTS provided technical and financial assistance for the organization of the Kabwe MESVTEE / CDC Literacy Workshop. Two consultants were hired to provide the technical assistance, and the TTL Teacher Development Specialist provided regular technical support and feedback on the material developed by participants. The purpose of the workshop was to design resource materials to support early grade reading. The expected results of the workshop were to:

- format scripted lessons for teachers , in the seven national languages
- guide the format of teacher and learner books
- develop a facilitators' manual for training teachers in the use of scripted lessons and learners' workbook

The following was achieved during the workshop:

- Zambian format lesson to be used across the seven language groups designed and developed. This format covers all the key reading skills.
- Format for learner's workbook designed and developed.
- Schedule for introducing sounds developed.
- Weekly and termly schedule of teaching, reviewing and assessing sounds, syllables and words developed.
- Template for facilitator's manual content designed.
- Each language developed a scope and sequence of their sounds.
- Minimum of 20 lessons and learner's workbook for term one developed for each seven language.
- Road map developed for all the products begun during the December writers' workshop
- Proposal of assessment guidelines for classroom assessments

Writers were tasked with completing lesson plans based on the schedule for introducing sounds in the local language with technical teams continuing to work on learners' books and teachers' guides. TTL and RTS agreed to continue the development of the Facilitator's Training Manual as the lesson plans came to fruition.

3.2. Quick Start Literacy Training Design

The goal of the Quick Start Literacy Training is to introduce Community School teachers to 1) the Time to Learn project objectives and plans, 2) the literacy skills which are the foundations of the National Literacy Framework, and 3) to introduce pre-reading and pre-writing activities for the first 3 months of literacy instruction.

Time to Learn worked with CDC specialist on the design of the Training Plan and of training material. The training will be delivered through the following cascade model:

	Trainers	Participants
Step 1	CDC Language and Curriculum Development Specialists	Provincial level: PRCCs, SESOs, EO-TEs
Step 2	Provincial Trainers	District level: DRCCs, SEOs.
Step 3	District Trainers	Zonal Level: Zonal Coordinator & Zonal In-Service Coordinators.
Step 4	Zone Trainers	Community Schools Head Teachers

4. Support the use of assessment as an instrument for improving reading instruction

4.1. Standard Classroom Observation Protocol for Educators / SCOPE Training

Literacy SCOPE is an instrument that aims to:

- Develop a common vision of effective reading/writing instruction
- Set common teacher performance standards
- Measure changes in teachers' instructional practices over time
- Assess and identify changes and improved teaching
- Build a common lens and common language among partners / stakeholders.

EDC SCOPE specialists Nancy Clark and Julie Hirschler facilitated the Scope Training from 1st October to 5th October, 2012. A total of 12 administrators were trained (6 males and 6 females) as well as 9 TTL staff who to prepare them for the baseline assessment in Lusaka and Eastern Provinces.

The objectives of the training were:

- 1- To provide orientation to MESVTEE personnel on the SCOPE Literacy tool, its purpose, the context/background of its development and the role it can play in decision making for Zambia policy makers.
- 2- Introduce participants (including MESVTEE –CDC & ECZ officials, RTS and TTL personnel) to the SCOPE Literacy tool, its structure, and the concepts and principles having founded the development of the instrument.
- 3- Practice classroom observation
- 4- Compare and analyze classroom observation results

Literacy SCOPE evaluation practicum were conducted in Mary Queen of Peace School, African Vision of Hope Christian School and City of Hope Community School during two days to provide an opportunity for participants to practice and get familiarized with the instrument.

4.2. SCOPE and EGRA Training (12th November to 16th November, 2012)

Dr. Simon Richmond, TTL Director, facilitated the 5 days E-EGRA training. Participants were MESVTEE officials from the 6 target provinces. The goal of the activity was to train MESVTEE personnel in the administration of Early Grade Reading Assessment while using the computerized data entry system.

Piloting in schools was done on Wednesday and Thursday at Mulele Mwana Community School, African Vision of Hope Christian School and Bauleni Street Kids Project Community School. The following areas of EGRA were covered during the workshop:

- Egra overview
- Introduction to subtasks
- Subtask procedures
- Assessment practice
- Discussion of findings
- Inter rater reliability
- School sampling procedures

As it became obvious that TTL would start operating in four additional provinces as from year 1, it was decided to conduct a second SCOPE training for MESVTEE administrators from Southern, Copperbelt, Muchinga and Central provinces.

SCOPE training was conducted by Carrie Lewis, the Teacher Development Specialist and Deputy Chief of Party for TTL from November 13th to the 17th. A total of 14 administrators were trained.

5. Coordinate and mainstream stakeholder engagement around support to CS and OVCs.

5.1 Development of Operational Guidelines Assessment Tools.

As TTL was exposing its plan to review, simplify and translate the Community School Operational Guidelines, MESVTEE Director of Planning & Information recommended that TTL assesses how this Operational Guideline is currently being used before starting the revision process and to involve ZOCS in the review. She also assigned DPI Principal Planning Officer to lead the process.

A meeting was therefore held with ZOCS (26 November 2012) to plan the Operational Guidelines (CSOG) assessment and review process [note: ZOCS had already translated the CSOG in 4 languages (Chitonga, Nyanja, Silozi, Kiikaonde and Lunda)].

With technical assistance from the Community Mobilization Specialist, an instrument/questionnaire for Parents Community Schools Committees members was drafted, and was reviewed by Community Schools stakeholders (including UNICEF, ZOCs, MESVTEE). This instrument will serve to research how relevant the CS Operational Guideline is to the needs of the PCSCs, and what modifications are needed to better address these. The instrument will be administrated in 30 Community Schools in January 2013.

5.2 Development of Parent Community School Committees (PCSC). Training Manual

TTL Community Mobilization specialist has developed a draft training manual to guide PCSC on community and parents mobilization around reading. The goal is that parents monitor their children reading skills, communicate with teachers on students reading performances, and initiate reading activities at the community level. Topics and contents of the training manual

were identified with Directorate of Standards and Curriculum and a team identified to review and develop the draft. Topics included family and household mobilization around reading performances; reading activities at home; reading activities in the community (story telling; writing/telling traditional stories; etc.); community mobilization principles; gender issues; provision of reading material, monitoring ones child learning and performances, meeting regularly with teachers, and HIV/AIDS Education. The writing workshop is scheduled to take place from 28th Jan to 1st Feb 2013.

5.3 Re-activation of the Community School Sub-Group

UNICEF is the current chair of the Community School Sub-Group (one of the working groups under the MESVTEE Projects Coordination Committee). The group had not been very active recently and the participation was very low. As UNICEF mandate was coming to its end, TTL proposed to take over this role of chair of the Community School Sub-Group and this was supported by all participants. So as from January 2013, TTL will be the chair of the Community Schools Sub-Group.

Future activities of the sub-group will include the revision of the terms of references and the development of a joint advocacy agenda.

5.4 Creation of a MESVTEE Community School Committee

In a meeting with the Director of Planning and Information, strategies to improve MESVTEE coordination and monitoring of Community School support were discussed, and the director suggested creating a MESVTEE Community School Committee which role would be to plan and monitor MESVTEE support to the community schools sector and to provide strategic guidance to TTL and other stakeholders.

Mr. Lancelot Mutale, Principal Planning Officer has been designated to lead this committee, and he will coordinate with other directorates to identify Community Schools Committee members. The Committee will meet in the first quarter of 2013 to define its terms of references and to begin setting the Committee agenda.

5.5 Community Schools Stakeholders Consultation Workshop (Kabwe 5-7 November 2012)

TTL assisted in the preparation of the agenda of this MESVTEE consultation meeting (supported by VVOB). The objective of the workshop was to gather all Community School Stakeholders in order to carry out an audit of activities being undertaken by various stakeholders in community schools, to share the vision of MESVTEE on capacity building of untrained teachers in community schools, to come up with a harmonized operational plan for community schools in line with the vision of the MESVTEE. During the workshop, each participant was given an opportunity to present its strategies and activities for teachers development, and a matrix was produced to establish a database of all community schools interventions.

6. Implement HIV/AIDS prevention program and provide a continuum of academic and financial support to enable OVC participation in primary and secondary education.

TTL's scholarship program contributes to mitigating the impact of HIV/AIDS on education; by providing a scholarship, TTL removes the cost of education from among the factors limiting access to and retention in education for vulnerable children, particularly orphans. The

scholarship program targets vulnerable girls and boys that are in lower and upper secondary school (Grade 8-12) and who show potential to continue their education and to perform well in school. Lower secondary education is often the time when vulnerable children, particularly girls, drop out from school as secondary schools are generally farther from home, and education and opportunity costs become unaffordable for poor families. The scholarships help students make the difficult transition from primary to secondary education.

6.1 FAWEZA / TTL activities:

During the reporting period, **6,636 children (3,812 Females / 2,824 Males)** have been provided scholarships. Therefore, the total number of children having been awarded a scholarship to date is **16,248 (9,720 F / 6,528 M)**. These new beneficiaries were provided scholarship by FAWEZA.

Indicator Type / Description	LOP	Y1 2012 Target	Y1 2012 Actual	Y2 2013 Target	Y2 2013 Actual	Data Source	Disaggregation
PEPFAR C5.4.D: # of eligible children provided with education and/or vocational training (scholarships) <i>4.1 Number of OVCs receiving secondary education scholarships and support</i>	48,000	TOTAL 16,000	9,612 (5,908 Females / 3,704 Males)	14,388 (6,388 + 8,000)	6,636 (F-3,812; M-2,824)	Data from sub-contractors CAMFED and FAWEZA	Sex, age, school, province, district, language, grade

	Female	Male	Total
Grade 8 and 9	2,671	1,863	4,534
Grade 12	1,141	961	2,102
Total	3,812	2,824	6,636

FAWEZA has awarded a total of 13,185 scholarship, 227 above the 12,958 scholarships initially targeted. This has largely been due to the reduced unit costs in some schools that made it possible to support more children than earlier envisaged.

FAWEZA has continued to enhance learners' performance through the study groups in schools and this will continue in the next quarter. The success of this initiative will be seen by the number of beneficiaries that pass the grade 9 and 12 examinations.

Activities conducted by CAMFED

6.2 CAMFED /TTL Activities

CAMFED continued to collect missing data on scholarship beneficiaries, particularly data on birthdates and Orphans and Vulnerable Children (OVC) status when these were still missing.

Monitoring of Beneficiaries

Program and M&E teams met with 151 scholarship recipients during monitoring visits to the five schools in Mansa. The main purpose of meeting the pupils was to find out whether they had been selected according to the Camfed selection criteria and had received their scholarship entitlements as per Camfed bursary guidelines.

At the time of monitoring, staff confirmed that all schools except Don Bosco Community School had procured and distributed the entitlements to the beneficiaries. The head teacher at Don Bosco Community School confirmed that students would receive their entitlement when the school re-opens in January 2013.

Processing scholarships for students progressing to Grade 9

The end of the past quarter coincided with the end of the Grade 8 school year for the scholarship recipients. A total of 3,057 students progressed from Grade 8 to Grade 9 and preparation for processing their school fees for Grade 9 began.

Of the 3,063 students who originally received TTL scholarships, six were unable to complete grade 8. These include:

- In Q4FY2012, two girls (Charity Musawa from Chienge Basic School and Fridah Chishimba from Chipungu Basic School both from Chienge District) who passed (reported previously).
- In Q4FY2012, one girl who dropped out of school.
- In Q1FY2013, three additional girls who dropped out of schools. Efforts by the Teacher Mentors working hand in hand with the School Based Committees (SBCs) to bring back the girls proved unsuccessful.

TTL has worked with both partners CAMFED and FAWEZA on ensuring that beneficiaries selection and scholarship distribution are properly documented. A new template was also designed which records all benefits received by children and which is signed by recipients as an acknowledgement of receipt. This was to rectify the gap that existed in the earlier data collection tool where the beneficiaries only signed for some benefits leaving out the others.

TTL OVC Specialist has worked with partners on developing a plan to support OVC education specific needs, including HIV/AIDS prevention program, tutoring for academic support with a focus on reading, and guidance and counseling. The draft plan is attached.

TTL participated also in the Workshop on Guidance and Counseling (Kabwe) where MESVTEE Guidance and Counseling handbook and teacher guide were revised (13-15 November 2012).

7. Data Collection in Lusaka, Central, Eastern, Copperbelt, Muchinga and Southern Provinces.

TTL Provincial Outreach Coordinators (POCs) continued to collect data on Community Schools in the six target provinces. In many instances, data and information collected has to be verified on the field as the majority of DEBs have not updated their data for years. Although some districts and zones still need further assessments, here are the most recent data available:

Provinces	# Districts	# Zones	# schools	# teachers	# students
Central	6	81	454	1,304	140,302
Copperbelt	10	69	306	1,296	68,881
Eastern	7	107	348	516	59,309
Lusaka	4	22	346	1,286	94,142
Muchinga	5	67	198	413	33,406

Southern	11	115	362	1,152	67,978
TOTAL	43	461	2,014	5,967	464,018

8. Planning workshop

On 19 and 20 December, TTL organized a planning workshop for all TTL specialists to analyze the revised work plan, identify possible areas of synergies, and design a detailed (weekly) work plan for the period January-June 2013.

9. Meetings

The TTL COP and technicians participated in several meetings including:

Meetings with MESTVEE: TTL met monthly with directors of Planning and Information, Standards and Curriculum and Teacher Education and Specialized Services to inform them about TTL progress and to discuss TTL intervention strategies. During this quarter, additional meetings occurred with the same directorates and with CDC to discuss TTL proposed strategies for project alignment to USAID strategies.

TTL also participated to the Literacy Committee on 12 December 2012.

Provincial Outreach Coordinators meet at least monthly with PEO to present project's progress and discuss planned activities. COP met with Lusaka and Central PEOs, and facilitated TTL presentations for Kafwe and Chongwe districts personnel.

Meeting with ECZ, RTS and USAID on baseline assessment and analysis.

Meeting with USAID projects: TTL met regularly with RTS and Step Up COPs and technical specialists to coordinate actions and plan technical interventions.

Meetings with other Stakeholders:

COP Meeting at TTL (12 October 2012)

Bi-weekly meetings with CAMFED and FAWEZA

Meeting Principal Education Officer – Guidance & Counseling and Senior Education Officer / High Schools, MESVTEE (25 October 2013)

Presentation of TTL objectives and discuss integration of Community School agenda in local strategic plans at Step Up Planning Retreat (5 November 2012)

Meeting with USAID Mission Director (6 November 2012)

Meeting at Room to Read (8 November 2012)

Meeting with VVOB (9 November 2012)

Meeting with ZOCS (1 November and 13 December 2012)

Review of SOW and revised Work Plan with directors of Planning & Information, Standards & Curriculum, and TESS (3-4-5 November 2012)

Meeting with Impact Network International (19 November 2012)

OVC Forum (20 November 2012)

Meeting with Regional Psycho-Social Support Initiative (REPSSI) (21 November 2012)

Project Coordination Committee meeting (28 November 2012)

Met with Sera Kariuki and Chilumba (UNICEF) to discuss OVC support and HIV/AIDS interventions

Met with Muna (UNICEF) to discuss new ToRs for the Community School Sub-Group and prepare next meeting agenda (30 November 2012)

Met with DAPP (30 November 2012)

Meeting with Anti-Aids Teachers Association (AATAZ) (27 December 2012)

Meeting of PCC Community School Sub-Group (20 December 2012)

B. ADMINISTRATIVE

TTL has completed several administrative tasks and achievements in the quarter including:

- **Personnel Recruitment.** OVC specialist, Mr. Sikapale Chiwenze arrived on post on 1 October 2012. D/COP Literacy Specialist arrived on post on 17 December 2012. 2 drivers were hired for Copperbelt and Southern Provinces.
- **Office spaces** were renovated in all PEOs . In CDC, a bigger office was finally allocated to TTL and renovation has started in December 2012 (electricity; partition; painting)

IV. CHALLENGES AND PLANNED RESPONSE

A. TECHNICAL

1. **Challenge:** Through Data Quality Assessment, it was found that Scholarship Data are still incomplete (data such age, sex, and grade is often missing).

In addition, receipts/evidences of scholarship having been received still have to be all collected and delivered to TTL.

Planned response: TTL will work with its partners to verify and continue consolidating data in order to have a quality scholarship database. It develops an M&E plan and instruments aimed at verifying systematically the data collected.

TTL finance manager is monitoring the collection of receipts with the objective to have it completed by the end of Q2.

FAWEZA has put in place a training package for all field staff, including School Selection Committee (SSC) to be re-trained and trained in quality data collection to avoid inconsistencies in the data that is sent to TTL. FAWEZA has also planned to re-orient the

SSC while in the field distributing scholarships to discuss with schools issues of reporting and good sound record keeping.

2. **Challenge:** New government per-diem policy limits TTL capacity to deliver face-to-face training.
3. **Planned response:** 1- for the first quick-start literacy training activity, TTL has reduced the number of days of training for each level of the cascade, and has reduced the number of participants at the zonal and school level. TTL will continue the dialogue with the MESVTEE to look for cost-sharing of training activities in the middle term.

V. PLANS FOR THE FOLLOWING QUARTER

Baseline Assessment

- During the next quarter TTL will finish collecting data on teacher performance; collaborate with ECZ and Read to Succeed to synchronize databases; continue the collaborative data analysis with the ECZ and MESVTEE; continue work on the Research Coordination Committee; support the development of a project performance monitoring plan and data collection tools; and produce the baseline report and recommendations based on findings.
- In addition, TTL will collaborate with the MESTVEE and other partners to develop a plan to map community schools in Zambia.

HIV/AIDS prevention program and scholarship program

- Train both community and public school teachers/tutors in HIV prevention
- Strengthen and facilitate the establishment of HIV prevention clubs in the schools
- Award second TTL scholarships to beneficiaries
- Undertake support visits to schools in the provinces
- Documentation of success stories from Study Groups and SAFE clubs.
- FAWEZA will distribute study materials to schools,
- Collection of school accounts from schools to be visited,
- Strengthen the Study Groups while providing “Study Guidelines”
- Safe Club activities start.
- Continue systematic verification of records keeping at different levels.

Stakeholders & Community Mobilization

- Finalization of Training Manual for PCSC on community mobilisation of households to support reading in community schools
- PCSC Training - Zonal Officers trained as trainers for PCSC
- Assessment, review, simplification & translation of Operational Guidelines for Community Schools.

- Orientation of the House of Chiefs on the work of TTL and the need for them to support community schools.
- Orientation of the Parliamentary Committee on Education on the contribution of Community Schools to Zambia Education Sector (through CS Sub-Group)
- Design of Private Sector mobilization plan.
- Plan and facilitate 2 Meeting of the PCC Community School Sub-Group
- Meeting of the MESVTEE Community School Committee; define terms of reference and workplan for the committee.

Literacy and Teacher Development

- Deliver QuickStart Literacy Training
- Develop additional Story cards for translation
- Contribute to the Facilitator's Training Manual for using scripted lesson plans
- Draft a literacy strategy targeted toward Community School Teachers, PCSCs and community school learners
- Begin development of teacher resource material
- Produce audio file of language sounds in Chitonga, Chibemba and Chinyanja
- Work with OVC Specialist on simplified guidelines for reading circles
- Prepare second round of training for 6 provinces to introduce revised literacy curriculum